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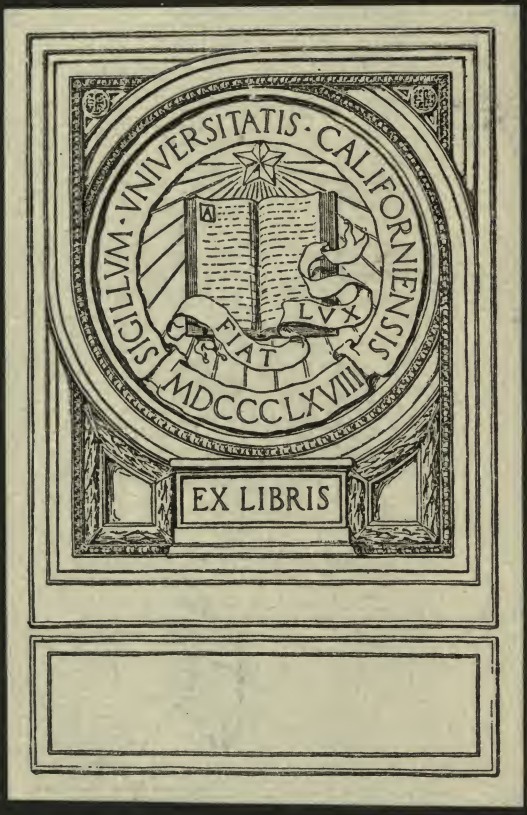
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THE MEASUREMENT OF EFFICIENCY IN READING, WRITING, SPELLING AND ENGLISH

By DANIEL STARCH
The University of Wisconsin

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The measurement of efficiency in school studies by means of objective tests is one of the most needed achievements in the interest of the schools. Happily, quite a number of investigators interested in the scientific study of educational problems are working in this field. This monograph contains the test material, the instructions for administering the tests, and the instructions for scoring the results of the tests in four school subjects. These tests have been performed thus far on approximately 10,000 pupils in forty-two schools in twelve cities located in four states: Wisconsin, Minnesota, New York, and West Virginia. On the basis of these tests, tentative standard scores of attainment to be reached at the end of each school year have been computed. Any school, grade or pupil may be tested and the performance may then be compared with the standard curves or standard scores.

A critical discussion of the technique and the reliability of the tests, together with the results obtained thus far will be presented in the Journal of Educational Psychology for January, February, and March, 1915. The author hopes that others may assist in applying the tests. Test blanks may be obtained from the author who will be glad to cooperate in the use of the tests and to receive results for verifying or modifying the present standard scores.

I. READING TESTS

Instructions for Administering and Scoring the Reading Tests.

Giving the tests. Explain to the pupils that they are to read silently as rapidly as they can and at the same time to grasp as much as they can, and that they will be asked to write down, not necessarily in the same words, as much as they will remember of what they read.

They should also be told not to read anything over again but to read on continuously as rapidly as is consistent with grasping what they read.

Use for a given grade the test blank that bears the same number as your grade. For example, use number 4 with the fourth grade, number 5 with the fifth grade, etc. On the next day repeat the test in the same manner but use the blank of the next grade below yours, that is, in the fourth grade use number 3, in the fifth grade use number 4, etc. (For high school and college students, blanks number 8 and 9, or 7 and 9, may be used.)

The blanks for the test should be distributed to the pupils **with the backs of the blanks up**, so that no one will be able to read any of the material until all are ready. Then give the signal "turn" and "start." Allow them to read **exactly thirty seconds.** Then have the pupils make a mark with a pencil after the last word read to indicate how far they have read.

Then have them turn the blanks over immediately and write on the back all that they remember having read. Allow as much time as they need, but make sure that they do not copy from each other, or turn the blank over to see the text. Finally have them fill out the spaces at the bottom of the blank.

N. B. Make sure of allowing exactly 30 seconds for the reading. See that they all start and stop at the same time.

Scoring the tests. The speed of reading is determined by ascertaining the number of words read per second. This can be done very rapidly by having a blank on which is indicated the number of words to the end of each line. By this blank the total number of words read can be determined almost instantaneously. Dividing by thirty will give the speed of reading per second.

The comprehension is determined by counting the number of words written which correctly reproduce the thought. The written account must be carefully read and all words which either reproduce incorrectly the ideas of the test passage, or add ideas not in the test, or repeat ideas previously recorded, are crossed out. The remaining words are then counted and used as the index of comprehension. The average of the two tests is taken as the final score. On an average based on many tests it will be found that about seven per cent of the words have to be discarded. In many papers nothing will have to be discarded.

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No. 1.

Once there was a little girl who lived with her mother.

They were very poor.

Sometimes they had no supper.

Then they went to bed hungry.

One day the little girl went into the woods.

She wanted sticks for the fire.

She was so hungry and sad!

"Oh, I wish I had some sweet porridge!" she said.

"I wish I had a pot full for mother and me. We could eat it all up."

Just then she saw an old woman with a little black pot.

She said, "Little girl, why are you so sad?"

"I am hungry," said the little girl.

Name_____ Grade_____

School_____ City _____

Date_____

Betty lived in the South, long, long ago. She was only ten years old, but she liked to help her mother.

She had learned to do many things. She could knit and sew and spin; but best of all she liked to cook.

One day Betty was alone at home because her father and mother and brother had gone to town to see a wonderful sight.

The great George Washington was visiting the South. He was going from town to town, riding in a great white coach trimmed with shining gold. It had leather curtains, and soft cushions. Four milk-white horses drew it along the road.

Four horsemen rode ahead of the coach to clear the way and four others rode behind it. They were all dressed in white and gold.

Name_____ Grade_____

School_____ City _____

Date_____

Little Abe hurried home as fast as his feet could carry him. Perhaps if he had worn stockings and shoes like yours he could have run faster. But, instead, he wore deerskin leggings and clumsy moccasins of bear skin that his mother had made for him.

Such a funny little figure as he was, hurrying along across the rough fields! His suit was made of war homespun cloth. His cap was made of coonskin, and the tail of the coon hung behind him, like a furry tassel.

But if you could have looked into the honest, twinkling blue eyes of this little lad of long ago, you would have liked him at once.

In one hand little Abe held something very precious. It was only a book, but little Abe thought more of that book than he would have thought of gold or precious stones.

You cannot know just what that book meant to little Abe, unless you are very fond of reading. Think how it would be to see no books except two or three old ones that you had read over and over until you knew them by heart!

Name_____ Grade_____

School_____ City _____

Date_____

The red squirrel usually waked me in the dawn, running over the roof and up and down the sides of the house, as if sent out of the woods for this very purpose.

In the course of the winter I threw out half a bushel of ears of sweet corn onto the snow crust by my door, and was amused by watching the motions of the various animals which were baited by it. All day long the red squirrels came and went, and afforded me much entertainment by their maneuvers.

One would approach, at first, warily through the shrub-oaks, running over the snow crust by fits and starts like a leaf blown by the wind. Now he would go a few paces this way, with wonderful speed, making haste with his "trotters" as if it were for a wager; and now as many paces that way, but never getting on more than half a rod at a time.

Then suddenly he would pause with a ludicrous expression and a somerset, as if all eyes in the universe were fixed on him. Then, before you could say Jack Robinson, he would be in the top of a young pitch-pine, winding up his clock and talking to all the universe at the same time.

Name_____ Grade_____

School_____ City _____

Date_____

No. 5.

Once upon a time, there lived a very rich man, and a king besides, whose name was Midas; and he had a little daughter, whom nobody but myself ever heard of, and whose name I either never knew, or have entirely forgotten. So, because I love odd names for little girls, I choose to call her Marygold.

This King Midas was fonder of gold than anything else in the world. He valued his royal crown chiefly because it was composed of that precious metal. If he loved anything better, or half so well, it was the one little maiden who played so merrily around her father's footstool. But the more Midas loved his daughter, the more did he desire and seek for wealth. He thought, foolish man! that the best thing he could possibly do for his dear child would be to give her the immensest pile of yellow, glistening coin, that had ever been heaped together since the world was made. Thus, he gave all his thoughts and all his time to this one purpose. If ever he happened to gaze for an instant at the goldtinted clouds of sunset, he wished that they were real gold, and that they could be squeezed safely into his strong box. When little Marygold ran to meet him, with a bunch of buttercups and dandelions, he used to say, "Poh, poh, child! If these flowers were as golden as they look, they would be worth the plucking!"

And yet, in his earlier days, before he was so entirely possessed of this insane desire for riches, King Midas had shown a great taste for flowers.

Name _____Grade _____

School _____City _____

Date _____

No. 6.

In a secluded and mountainous part of Stiria there was in old time a valley of the most surprising and luxuriant fertility. It was surrounded on all sides by steep and rocky mountains, rising into peaks which were always covered with snow, and from which a number of torrents descended in constant cataracts. One of these fell westward over the face of a crag so high that, when the sun had set to everything else, and all below was darkness, his beams still shone full upon this waterfall, so that it looked like a shower of gold. It was, therefore, called by the people of the neighborhood, the Golden River. It was strange that none of these streams fell into the valley itself. They all descended on the other side of the mountains, and wound away through broad plains and past populous cities. But the clouds were drawn so constantly to the snowy hills, and rested so softly in the circular hollow, that in time of drought and heat, when all the country round was burnt up, there was still rain in the little valley; and its crops were so heavy and its hay so high, and its apples so red, and its grapes so blue, and its wine so rich, and its honey so sweet, that it was a marvel to everyone who beheld it, and was commonly called the Treasure Valley.

The whole of this little valley belonged to three brothers called Schwartz, Hans and Gluck. Schwartz and Hans, the two elder brothers, were very ugly men, with overhanging eyebrows and small dull eyes.

Name _____Grade _____

School _____City _____

Date _____

No. 7.

Captain John Hull was the mint-master of Massachusetts, and coined all the money that was made there. This was a new line of business, for in the earlier days of the colony the current coinage consisted of gold and silver money of England, Portugal, and Spain. These coins being scarce, the people were often forced to barter their commodities instead of selling them.

For instance, if a man wanted to buy a coat, he perhaps exchanged a bearskin for it. If he wished for a barrel of molasses, he might purchase it with a pile of pine boards. Musket-bullets were used instead of farthings. The Indians had a sort of money called wampum, which was made of clam-shells, and this strange sort of specie was likewise taken in payment of debts by the English settlers. Bank-bills had never been heard of. There was not money enough of any kind, in many parts of the country, to pay the salaries of the ministers, so that they sometimes had to take quintals of fish, bushels of corn, or cords of wood instead of silver or gold.

As the people grew more numerous and their trade one with another increased, the want of current money was still more sensibly felt. To supply the demand the general court passed a law for establishing a coinage of shillings, sixpences, and threepences. Captain John Hull was appointed to manufacture this money, and was to have about one shilling out of every twenty to pay him for the trouble of making them.

Name _____Grade _____

School _____City _____

Date _____

The years went on, and Ernest ceased to be a boy. He had grown to be a young man now. He attracted little notice from the other inhabitants of the valley; for they saw nothing remarkable in his way of life, save that, when the labor of the day was over he still loved to go apart and gaze and meditate upon the Great Stone Face. According to their idea of the matter, it was a folly, indeed, but pardonable, inasmuch as Ernest was industrious, kind, and neighborly, and neglected no duty for the sake of indulging this idle habit. They knew not that the Great Stone Face had become a teacher to him, and that the sentiment which was expressed in it would enlarge the young man's heart, and fill it with wider and deeper sympathies than other hearts. They knew not that thence would come a better wisdom than could be learned from books, and a better life than could be moulded on the defaced example of other human lives. Neither did Ernest know that the thoughts and affections which came to him so naturally, in the fields and at the fireside, and wherever he communed with himself, were of a higher tone than those which all men shared with him.

By this time poor Mr. Gathergold was dead and buried; and the oddest part of the matter was, that his wealth, which was the body and spirit of his existence, had disappeared before his death, leaving nothing of him but a living skeleton, covered over with a wrinkled, yellow skin. Since the melting away of his gold, it had been very generally conceded that there was no such striking resemblance, after all, betwixt the ignoble features of the ruined merchant and that majestic face upon the mountainside.

Name _____Grade _____

School _____City _____

Date _____

No. 9.

To an American visiting Europe, the long voyage he has to make is an excellent preparative. The temporary absence of worldly scenes and employments produces a state of mind peculiarly fitted to receive new and vivid impressions. The vast space of waters that separates the hemispheres is like a blank page in existence. There is no gradual transition, by which, as in Europe, the features and population of one country blend almost imperceptibly with those of another. From the moment you lose sight of the land you have left, all is vacancy until you step on the opposite shore, and are launched at once into the bustle and novelties of another world.

In traveling by land there is a continuity of scene and a connected succession of persons and incidents, that carry on the story of life, and lessen the effect of absence and separation. We drag, it is true, "a lengthening chain," at each remove of our pilgrimage; but the chain is unbroken: we can trace it back link by link; and we feel that the last still grapples us to home. But a wide sea voyage severs us at once. It makes us conscious of being cast loose from the secure anchorage of settled life, and sent adrift upon a doubtful world. It interposes a gulf, not merely imaginary, but real, between us and our homes—a gulf subject to tempest, and fear, and uncertainty, rendering distance palpable, and return precarious.

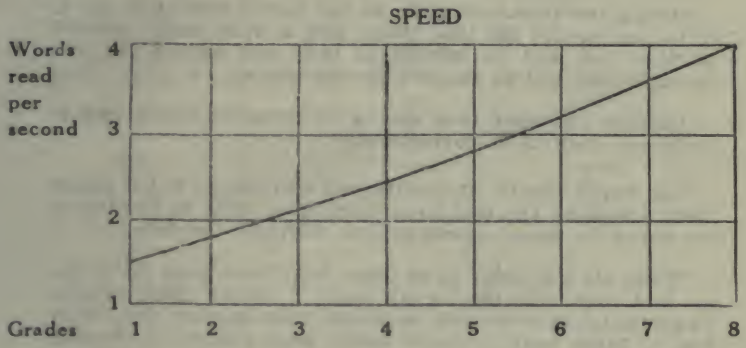
Such, at least, was the case with myself. As I saw the last blue line of my native land fade away like a cloud in the horizon, it seemed as if I had closed one volume of the world and its concerns, and had time for meditation, before I opened another.

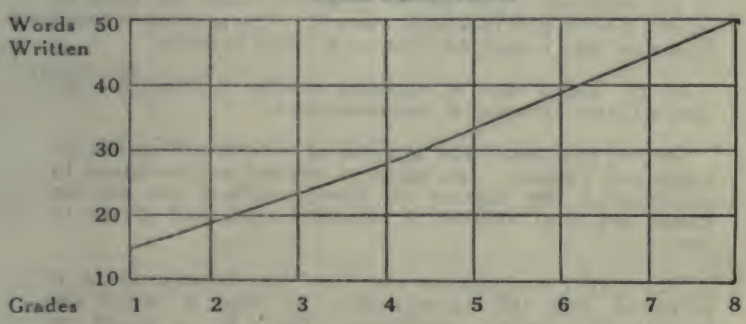
Name_____ Grade _____

School_____ City _____

Date_____

STANDARD CURVES FOR READING





Standard scores on which the above curves are based.

Grades	1	2	3	4	5	6	7	8
Speed (words read per second)	1.5	1.8	2.1	2.4	2.8	3.2	3.6	4.0
Comprehension (words written)	15	20	24	28	33	38	45	50

II. WRITING TESTS

Instructions for Administering and Scoring the Writing Tests

Giving the tests.—Explain to the pupils that they are to write repeatedly the line "Mary had a little lamb" as well as they can and as rapidly as they can during the two minutes that will be allowed for the writing.

Explain also that they are to write continuously and to make no erasures or corrections.

The pupils are to write with pen and ink on ruled paper. Before making the test have the pupils write at the top of the sheet the name, grade, school, city, and the date.

When all are ready have them hold their pens up in the air and then give the signal "start." Allow them exactly two minutes to write over as many times as they can "Mary had a little lamb." Both speed and quality of writing count in this test.

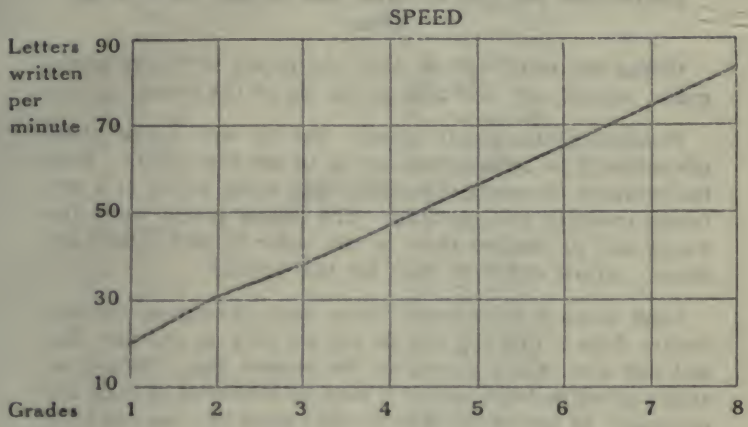
If desired, a different sentence may be use insted of "Mary had a little lamb." The sentence must not contain more than five to seven words which must all be familiar to the children. The pupils, however, must not have received specific previous drill upon it. The sentence "Art is long and time is fleeting" has been found suitable.

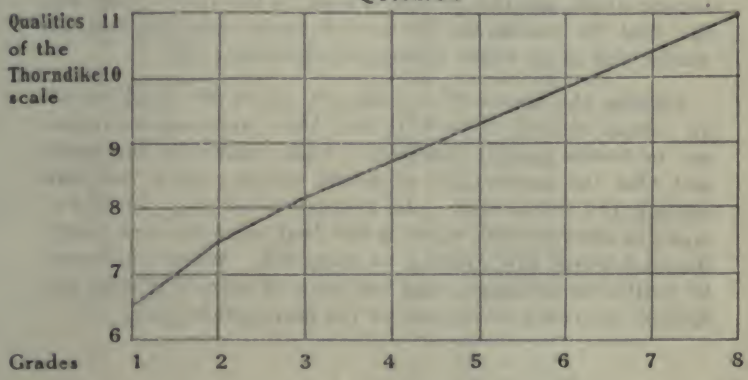
N. B. Make sure of allowing exactly 2 minutes. See that all start and stop at the same time.

Scoring the test.—The samples of writing are scored for speed and quality. The speed of writing is determined by ascertaining the number of letters written per minute. Count the total number of letters written and divide by two.

The quality is measured with the Thorndikee scale (or if preferred with the Ayres scale), by what is called the ascending-descending procedure. That is, a group of thirty or forty samples is taken and each one is graded by beginning at the lower end of the scale and ascending until the quality is reached to which the sample is judged equal. After the entire group has been rated in this manner, each sample is judged again by beginning at the upper end of the scale and descending until equivalence is reached. One should, of course, not know or see what the first measurement was, so as to have two independent measurements. The average of these two determinations is taken as the final measurement.

STANDARD CURVES FOR WRITING





Standard scores on which the above curves are based

Grades	1	2	3	4	5	6	7	8
Speed (letters per minute)	20	31	38	47	57	65	75	83
Quality (Thorndike scale)	6.5	7.5	8.2	8.7	9.3	9.8	10.4	10.9
Equivalent values for quality on the Ayres scale		27	33	37	43	47	53	57

III. SPELLING TESTS

Instructions for Administering and Scoring the Spelling Tests

Giving the tests.—First, have the pupils write the name, grade, school, city, and date at the top of the sheet.

Pronounce the words clearly but do not sound them phonetically or inflect them so as to aid the pupils. Give the meaning of words that sound like other words of a different meaning and spelling. The pupils are to write the words and to number them in the order in which they are given. Allow sufficient time for the writing.

Each grade is to be tested twice, once on each of two successive days. Use any one of the six lists on the first day and any one of the others on the second day. (When an entire school is being tested it may be desirable, though not necessary, to use on the first day the same list, say list 1, in all grades and any other list on the second day.)

In the first grade use the first 40 words of the list, in the second grade use the first 65 words, in the third grade use the first 80 words, in the fourth grade use the first 90 words, and in all other grades use the entire list.

Scoring the tests.—The tests are scored by checking off all words spelled incorrectly and then counting the number of words spelled correctly. This number is the score and also the percentage of words correct, since the lists contain 100 words each. An average is taken of the scores made in the two tests which is the final score for each pupil. Omitted words are counted as incorrect. Words that may be spelled in different ways are counted correct if they are spelled according to any one of the permissible ways.

LIST 1.

1. add
2. but
3. get
4. low
5. rat
6. sun
7. alum
8. blow
9. cart
10. cone
11. easy
12. fell
13. foul
14. gold
15. head
16. kiss
17. long
18. mock
19. neck
20. rest
21. spur
22. then
23. vile
24. afoot
25. black
26. brush
27. close
28. dodge
29. faint
30. force
31. grape
32. honor
33. mince
34. paint
35. prism
36. rogue
37. shape
38. steal
39. swain
40. title
41. wheat
42. accrue
43. bottom
44. chapel
45. dragon
46. filter
47. hearse
48. leaden
49. milden
50. pilfer
51. rabbit
52. school
53. shroud
54. starch
55. vanity
56. bizarre
57. compose
58. dismiss
59. faction
60. hemlock
61. leopard
62. omnibus
63. procure
64. rinsing
65. splashy
66. torpedo
67. worship
68. bescreen
69. commence
70. estimate
71. flourish
72. luckless
73. national
74. pinnacle
75. reducent
76. standing
77. venturer
78. ascension
79. dishallow
80. imposture
81. invective
82. rebellion
83. scrimping
84. unalloyed
85. volunteer
86. cardinally
87. connective
88. effrontery
89. indistinct
90. nunciature
91. sphericity
92. attenuation
93. fulminating
94. lamentation
95. secretarial
96. apparitional
97. intermissive
98. subjectively
99. inspirational
100. ineffectuality

LIST 2.

1. air
2. cat
3. hop
4. man
5. row
6. tap
7. awry
8. blue
9. cast
10. corn
11. envy
12. feud
13. game
14. grow
15. home
16. knee
17. look
18. mold
19. part
20. ruin
21. take
22. tree
23. well
24. allay
25. blaze
26. buggy
27. clown
28. doubt
29. false
30. forth
31. grass
32. house
33. money
34. paper
35. quill
36. rough
37. shout
38. stick
39. swear
40. trump
41. whirl
42. action
43. bridle
44. charge
45. driver
46. finger
47. heaven
48. legend
49. motley
50. portal
51. recipe
52. scrape
53. simple
54. strain
55. weaken
56. breaker
57. congeal
58. disturb
59. foreign
60. hoggery
61. meaning
62. onerate
63. provoke
64. salient
65. station
66. trample
67. abstract
68. bulletin
69. covenant
70. eugenics
71. friskful
72. luminous
73. opulence
74. planchet
75. reformer
76. thorough
77. watering
78. belonging
79. displayed
80. indention
81. mercenary
82. redevelop
83. senescent
84. uncharged
85. whichever
86. centennial
87. constitute
88. exaltation
89. invocative
90. personable
91. strawberry
92. concentrate
93. imaginative
94. mathematics
95. selfishness
96. collectivity
97. marriageable
98. agriculturist
99. quarantinable
100. relinquishment

LIST 3.

1. art
2. dry
3. ice
4. mix
5. run
6. top
7. back
8. bond
9. chip
10. crib
11. ever
12. fire
13. gilt
14. hack
15. hunt
16. lace
17. main
18. more
19. pelt
20. sand
21. tang
22. turn
23. wine
24. amuse
25. blind
26. catch
27. count
28. dress
29. fancy
30. freak
31. gross
32. inlet
33. muddy
34. peace
35. razor
36. saint
37. smell
38. stock
39. swoop
40. twine
41. white
42. barrel
43. buckle
44. cotton
45. engine
46. flimsy
47. helmet
48. lesser
49. ocular
50. potato
51. relate
52. season
53. single
54. supply
55. weight
56. captain
57. contour
58. earnest
59. fowling
60. inflate
61. measure
62. palaver
63. raising
64. seizing
65. sulphur
66. trestle
67. adhesive
68. buttress
69. dominate
70. exchange
71. governor
72. manifest
73. osculate
74. pleasure
75. revising
76. westward
77. traverse
78. capitally
79. extremism
80. indicated
81. monoplane
82. repertory
83. stimulate
84. unlocated
85. accidental
86. citizenize
87. contribute
88. expertness
89. locomotive
90. prevailing
91. symmetrize
92. consolatory
93. incremental
94. penetrative
95. superintend
96. conterminous
97. naturalistic
98. artificiality
99. reexamination
100. sentimentalism

LIST 4.

1. bee
2. elk
3. key
4. new
5. saw
6. war
7. base
8. book.
9. clue
10. down
11. fall
12. flat
13. girt
14. hand
15. iron
16. lime
17. make
18. move
19. plug
20. shop
21. tear
22. tusk
23. wire
24. apple
25. blood
26. chain
27. craft
28. drawn
29. field
30. frost
31. guard
32. jelly
33. ocean
34. pitch
35. remit
36. scale
37. speak
38. stone
39. thick
40. under
41. widen
42. bearer
43. canine
44. create
45. eraser
46. garret
47. hollow
48. little
49. office
50. prince
51. retain
52. settle
53. sluice
54. swerve
55. withal
56. chicken
57. counter
58. emperor
59. freight
60. journal
61. neglect
62. passion
63. reserve
64. serpent
65. surface
66. trouble
67. affected
68. calendar
69. enabling
70. external
71. greeting
72. mosquito
73. outfling
74. positive
75. romantic
76. undulate
77. adverbial
78. carpentry
79. franchise
80. infatuate
81. promenade
82. rigmarole
83. stripping
84. vegetable
85. assignment
86. comparison
87. coordinate
88. expressage
89. mayonnaise
90. recompense
91. untraveled
92. consumptive
93. infuriation
94. photosphere
95. terrestrial
96. horsemanship
97. regenerative
98. circumscribed
99. sculpturesque
100. verisimilitude

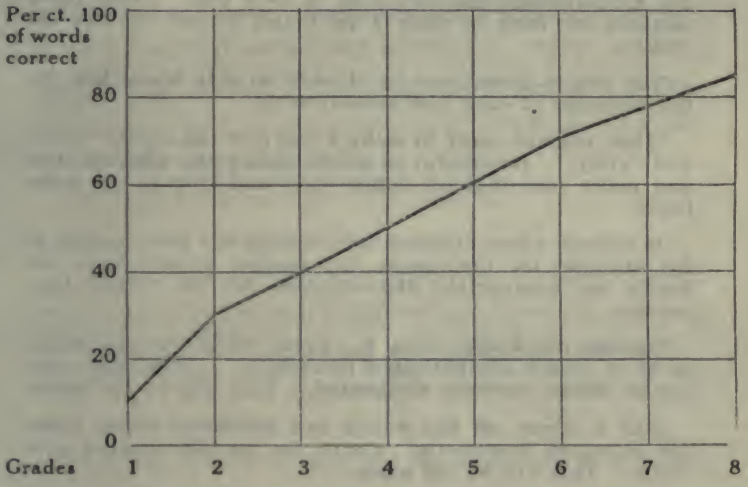
LIST 5

1. bow
2. fly
3. law
4. old
5. see
6. ache
7. bead
8. call
9. cold
10. draw
11. fast
12. foil
13. glue
14. hard
15. jack
16. line
17. mark
18. musk
19. prig
20. slat
21. test
22. vend
23. wood
24. armor
25. boast
26. chase
27. cross
28. enjoy
29. fixed
30. glean
31. guild
32. joint
33. order
34. point
35. revel
36. scorn
37. spire
38. strut
39. three
40. voice
41. wince
42. beaver
43. cannon
44. crispy
45. escape
46. gladly
47. hustle
48. mallet
49. oriole
50. pulley
51. rubric
52. shears
53. solace
54. trifle
55. yellow
56. circuit
57. crooked
58. enstamp
59. general
60. lateral
61. nourish
62. placard
63. resolve
64. signify
65. tabloid
66. unitive
67. approved
68. cerebral
69. entirely
70. farewell
71. incident
72. mountain
73. parallel
74. prelimit
75. spectral
76. urbanize
77. aggrieved
78. clarifier
79. hydraulic
80. inheritor
81. purgation
82. sacrifice
83. surviving
84. vestibule
85. authorship
86. concoction
87. dirigation
88. federative
89. memorandum
90. regularity
91. abnormality
92. disseminate
93. insensitive
94. predominate
95. unprevented
96. inarticulate
97. stupendously
98. communicating
99. anthropometric
100. emancipationist

LIST 6

1. box
2. gap
3. lay
4. pod
5. sex
6. alms
7. bird
8. camp
9. comb
10. dusk
11. fear
12. foot
13. goat
14. hawk
15. keep
16. life
17. mass
18. navy
19. raft
20. some
21. that
22. vice
23. work
24. aside
25. brawn
26. chime
27. crown
28. equip
29. flock
30. grand
31. hedge
32. knock
33. ought
34. poppy
35. river
36. shaft
37. stall
38. sugar
39. throw
40. watch
41. young
42. begird
43. causal
44. discus
45. ferret
46. gutter
47. killed
48. middle
49. paddle
50. puzzle
51. sample
52. shield
53. spring
54. tubule
55. bicycle
56. commode
57. discard
58. excuser
59. gravity
60. leaping
61. obloquy
62. pontiff
63. retreat
64. society
65. tigress
66. vitiate
67. auditory
68. churlish
69. erosible
70. fetching
71. juncture
72. narcotic
73. parasite
74. probator
75. squeaker
76. vagabond
77. amphibian
78. clearness
79. impatient
80. intestine
81. quadruple
82. sauciness
83. ticketing
84. virulence
85. bafflement
86. condescend
87. disconcert
88. illiterate
89. metropolis
90. repression
91. animalcular
92. divestiture
93. intrinsical
94. prerogative
95. upholsterer
96. interference
97. subantarctic
98. convocational
99. imperturbation
100. irresponsibility

STANDARD CURVE FOR SPELLING



Standard scores on which the above cu ve is based

Grades	1	2	3	4	5	6	7	8
Percent ge of words correct	10	30	40	51	61	71	78	85

IV. ENGLISH TESTS.

Instructions for Administering and Scoring the English Tests.

Giving the Tests.—Give the tests in the order in which they are numbered. Distribute the test sheets with the backs of the sheets up. Read and explain the instructions to the pupils before each test, calling particular attention to the abbreviations that are used in each test. Allow three minutes for each of tests 1 to 4 and fifteen minutes for test 5.

The pupils should not be allowed to skip about but use the material of each test consecutively.

When you are ready to make a test give the signal "turn" and "start." Be careful to allow exactly the allotted time and make sure that all pupils start and stop at the same time.

In schools where different terminology has been taught, as for example for the tenses, the teacher should have the pupils use appropriate abbreviations for the terminology taught.

Scoring the tests.—Test 1. Cross off all words whose parts of speech are indicated incorrectly. Count the number of words correctly designated. This will be the score.

Test 2. Cross off the nouns and pronouns whose cases are indicated incorrectly. Count the number marked correctly. This will be the score.

Test 3. Cross off all tenses and modes given incorrectly. Each tense and each mode given correctly counts as one. Thus every verb form for which both are given correctly counts as two. The total number correctly indicated is the score.

Test 4. Cross off all punctuation marks inserted incorrectly. Count the number placed correctly. Every mark counts as one. In case of quotation marks, the one at the beginning and the one at the end count each as one. The total number inserted correctly is taken as the score.

Test 5. Check off all sentences marked incorrectly. A sentence is considered incorrect if both alternatives are underscored as right or if the correct alternative is crossed off. The total number of sentences marked correctly is the score.

Keys for scoring these tests may be obtained from the author.

ENGLISH TEST 1. SCORE_____

Indicate the parts of speech in the following text by placing above each word the abbreviation for its part of speech. Work as rapidly as possible. Three minutes will be allowed. Use the following abbreviations.

Noun—n	verb—v	conjunction—c
pronoun—pro	adverb—adv	interjection—i
adjective—adj	preposition—pre	

Maggie's eyes had begun to sparkle and her cheeks to flush—she was really beginning to instruct the gypsies and gaining great influence over them. The gypsies themselves were not without amazement at this talk, though their attention was divided by the contents of Maggie's pocket, which the friend at her right hand by this time emptied without attracting her notice.

"Is that where you live, my little lady?" said the old woman at the mention of Columbus.

"Oh, no! said Maggie, with some pity; "Columbus was a very wonderful man who found out half the world, and they put chains on him and treated him very badly, you know—its in my catechism of geography but perhaps it's rather too long to tell before tea."

"Yes, my home is pretty, and I'm very fond of the river where we go fishing; but I'm often very unhappy. I should have liked to bring my books with me, but I came away in a hurry, you know. But I can tell you almost everything there is in my books, I've read them so many times, and that will amuse you. And I can tell you something about geography, too—that's about the world we live in—very useful and interesting."

Name _____ Date _____

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ENGLISH TEST 2. SCORE_____

Indicate the case of each noun and each pronoun in the following text by placing above each one the abbreviation for its case. Work as rapidly as possible. Three minutes will be allowed. Use the following abbreviations:

nominative—n possessive—p, objective—o.

After crossing the gully and walking on through the woods for what they thought a safe distance, they turned into the path. They were talking very merrily about the General and Hugh and their friend Mills, and were discussing some romantic plan for the recapture of their horses from the enemy, when they came out of the path into the road, and found themselves within twenty yards of a group of Federal soldiers, quietly sitting on their horses, evidently guarding the road.

"Where are you boys going?" he asked, as he came up to them.

"Going home."

"Where do you belong?"

"Over there—at Oakland," pointing in the direction of their home, which seemed suddenly to have moved a thousand miles away.

"Where have you been?" The other soldiers had come up now.

"Been down this way." The boys' voices were never so meek before. Each reply was like an apoligy.

"Been to see your brother?" asked one who had not spoken before—a pleasant looking fellow. The boys looked at him. They were paralyzed by dread of the approaching question.

"Now, boys, we know where you have been," said a small fellow, who wore a yellow chevron on his arm. He had a thin mustache and a sharp nose, and rode a wiry, dull, sorrel horse. "You may just as well tell us all about it. We know you have seen them, and we are going to make you carry us where they are."

Name _____Date _____

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ENGLISH TEST 3. SCORE_____

Indicate the tense and the mode of the following verb forms by placing above each example the abbreviation for its tense and mode. Work as rapidly as possible. Three minutes mill be allowed. Use the following abbreviations.

present—pr
past—pa
future—fu
present perfect—pr. p.
past perfect—pa. p.
future perfect—fu. p.
indicative mode—in.
subjunctive mode—su.
imperative mode—im.

If a verb has the present tense and the indicative mode, place above it **pr. in.**

I wait. I will have cut. You talked. If you become. He will think. If he wished. We have played. Break the stick. They had shown. I stayed. If I drink. You will look. If you found. He has walked. Do your work. We had spun. We cry. They will have run. I will grow. If I punished. You have seemed. Wear your hat. He has. He had called. We will have slept. If they begin. We gave. I have eaten. Seek your pencil. You had seen. He spoke. He will have fallen. We will take. If we drive. If they drew. You depart. They sell. I had flown. They bought. You will have been. They will swim. If he go. They have stolen. If we bit. Lift your hat.

Name _____

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ENGLISH TEST 4. SCORE_____

Punctuate the following sentences. Work as rapidly as possible. Three minutes will be allowed.

You see John how I stand.
Next we went to Vienna the capital of Austria.
Everything being ready the guard blew his horn.
He did not go to Canada he went to Mexico.
There are three causes poverty injustice and indolence.
He asked what caused the accident.
He was satisfied I suppose with his situation.
Paris Illinois is a smaller city than Paris France.
The train moved swiftly but Turner arrived too late.
When darkness comes the candles are lit.
I saw no reason for moving therefore I stayed still.
Regarding questions of good or bad English there are several common errors.
Ever since Betty has loved the flag.
A faithful sincere friend is prized highly.
There were blue green and red flags.
He said that he had lent his neighbor an ax that on the next day needing the ax he had gone to get it and that his neighbor had denied borrowing it.
Our national Capitol situated in Washington is a magnificent building.
But alas this was not the case.
Mr. Smith the letter has come.
We visited New York the largest city in America.
The guests having departed we closed the door.
The present situation however is very different.
The case was this I couldn't and he wouldn't.
He asked what is the matter.
Apples are not a vegetable they are a fruit.
Chicago Illinois is a large city.
I told him but he would not listen.
If you come bring my book.
Concerning the election there is one fact of much importance.
The president bowed then Hughes began to speak.
On the path leading to the cellar steps were heard.
A tall square building is located on State street.
Last year I studied grammar history and geography.
When thou goest forth by day my bullet shall whistle past thee when thou liest down by night my knife is at thy throat.
Washington Irving whose personality was genial and charming became very popular in England.
Oh come you'd better.
I like to work he said especially in the morning.
As in warfare a band of men though strong and brave individually is collectively weak if it is not well organized so a speech a report an editorial an essay any composition though its parts may be forcible or clever is weak as a whole it if is not well organized.

Name _____Date _____

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ENGLISH TEST 5. SCORE_____

Each of the following sentences gives in parenthesis two ways in which it may be stated. Cross out the one that you think is incorrect or bad. If you think both are incorrect cross both out. If you think both are correct underline both. Work as rapidly as possible. Fifteen minutes will be allowed.

1. A new order of ideas and principles (have; has) been instituted.
2. The captain, as well as the mate and the pilot, (was; were) frightened.
3. Neither he nor she (is; are) here.
4. The main part of this machine (are; is) the large rollers.
5. Every one opened (his; their) window.
6. The man (whom; who) I thought was my friend deceived me.
7. Send (whoever; whomever) will do the work.
8. It is (me; I).
9. She imagined the burglar to be (I; me).
10. (Who; whom) do you mean?
11. Both are going,—(he and she; him and her).
12. He is happier than (me; I).
13. (Lincoln's assassination; the assassination of Lincoln) was a great tragedy.
14. We left without any (one; one's) knowing.
15. The music sounds (loudly; loud). (That is, has the characteristic of loud music).
16. He kept it (safe; safely). (That is, through his keeping, it was safe.
17. I don't believe I (will; shall) be able to go.
18. I (will; shall) help you; I promise it.
19. (Shall; will) you be recognized, do you think?
20. If they (would; should) find it, I should rejoice.
21. It was not necessary for you (to have gone; to go).
22. He left for Pittsburgh on Thursday (arriving; and arrived) there on Sunday.
23. Every morning I take a run (and immediately afterward; followed by) a shower bath.
24. Having come of age, (I took my son; my son entered) into partnership with me.
25. (In; as I was) talking to Smith the other day, he told me about the race.

26. (When I was; when) six years old, my grandfather died.

27. (The storm broke just as we reached the shore; just as we reached the shore, the storm broke) with great violence.

28. It is (the handsomest vase I almost; almost the handsomest vase I) ever saw.

29. (I walked out into the night as the moon rose; as the moon rose, I walked out into the night) and wandered through the grounds.

30. I went there in order to (inspect it personally; personally inspect it).

31. The fire was built and the potatoes (baked; were baked).

32. He did what many others (have; have done) and are doing.

33. Fostoria is as large (if not larger than Delaware; as Delaware, if not larger).

34. He had no love (or confidence in his employer; for his employer and no confidence in him).

35. She watched her grandmother, (aunt, and mother; her aunt, and her mother) sewing.

36. He came home with an increase in weight, but (hard work soon reduced it; which hard work soon reduced).

38. The sheets of tin are laid in rows, (and care is taken; with care) that all the sheets fit snugly.

39. He was only one among many (so; and so) was not observed.

40. The crowd began to wave handkerchiefs and (shouting; to shout) good-byes.

41. They would neither speak to him (nor would they; nor) look at him.

42. The life of a hod-carrier is sometimes happier than (a prince; that of a prince).

43. He is the tallest of (all the men; any man) in the regiment.

44. It was so misty we (could hardly; couldn't hardly) see.

45. (There were two hundred; two hundred) students went.

46. (That's all I want, is a chance; that's all I want—a chance) to test it thoroughly.

47. The fact that I had never before studied at home, (I was at a loss; made me feel at a loss as to) what to do with vacant periods.

48. I was detained by business (is; that is) the reason I am late.

49. Intoxication is (when the brain is affected; a state of the brain caused) by the action of certain drugs.
50. The difference between them (is; is that) De Quincey is humorous and Macaulay is grave.
51. A different set of knives and forks (was; were) put on the table.
52. The box, including the apples, (were; was) lost.
53. One or the other of those fellows (have; has) stolen it.
54. Oak, brass, and steel (is; are) the material of the structure.
55. Each of the suspected men (were; was) held.
56. (Who; whom) did you say won?
57. The question of (whom; who) should be leader arose.
58. Is it (we; us) that you accuse?
59. The gazette reported (he; him) to be dead.
60. He helped my mother and (me; I).
61. He spoke to some of us,—namely (she and I; her and me).
62. I can do it as well as (they; them).
63. (The benefactor of mankind; mankind's benefactor) is honored by all.
64. They returned at night without any (one's; one) seeing.
65. It tastes (good; well).
66. He wrapped it (tight; tightly). (Referring to the manner of wrapping)
67. I feared you (should; would) fail.
68. You (will; shall) not stir; I forbid it.
69. (Shall; will) you do the deed?
70. A man who (would; should) do that would be hated.
71. I intended (to answer; to have answered).
72. It is old, (having been; being) founded in 1809.
73. He was deaf, (caused by; as the result of) an early attack of scarlet fever.
74. There we landed, and having eaten our lunch (the steamboat departed; we saw the steamboat depart).
75. (After pointing; when he had pointed) out my errors, I was dismissed.
76. You must not cut the cake until (thoroughly cooked; it is thoroughly cooked).
77. The ball is thrown home by a player (stationed in the middle of the square called the pitcher; called the pitcher, who is stationed in the middle of the square).
78. Do you (expect ever; ever expect) to go again?
79. (He sprang; springing) to the platform on which the dead man lay (and shouted; he shouted).

80. It is impossible (to in any way; in any way to) remove them.
81. He was a patriot, but all the rest (were traitors; traitors).
82. We ate such a dinner as only laborers (can eat; can).
83. He is bigger (than Buck and fully as strong; and fully as strong as Buck).
84. I shall always remember the town because of (the good times I had; the good times) and the many friends I made there.
85. I asked what were the names of her puppies and (kitten; her kitten).
86. He went to school (thereby; and thereby) improving his mind.
87. On the way we met a Mr. Osborn from the neighborhood of Denver, (and who; who) had the typical western breeziness.
88. She sat on the ground dressed in a pretty frock, (and her dog was; holding her dog) in her lap.
89. I paddled the boat for a while, (then; and then) fell into a reverie.
90. I met many people there whom I had seen before (but did not know their names; whose names I did not know).
91. He is (not only discourteous; discourteous not only) to the students but also to the teachers.
92. A fireman seldom rises above (an engineer; the position of an engineer).
93. He is the richest of (any man; all the men) in the city.
94. They are (allowed; not allowed) to go only on Saturdays.
95. It has no relation (to; as to) time or place.
96. There were some people (whom; about whom) I could not tell whether they were English or American.
97. Any man who could accomplish that task, the whole world would (think he was a hero; regard as a hero).
98. He had to earn money (that is; is) the reason he stayed out of college.
99. Gravity is (when a stone falls; a force that causes a stone to fall) to the ground.
100. The difference between summer and winter (is that; is) summer is warm and winter is cold.

Name _____Date _____

School _____Grade _____

City _____

SUGGESTED SCORES FOR ENGLISH

These are based on a small number of tests and are given here merely to indicate approximately what to expect. Standard scores are now being prepared.

		8th grade	4th yr. H. S.	Senior yr. college
Test No. 1.	Parts of speech	20	45	63
Test No. 2.	Cases	15	30	42
Test No. 3.	Tenses and modes	15	30	42
Test No. 4.	Punctuation	15	30	42
Test No. 5.	Sentences	25	50	70

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